



St Peter's C of E Infant School-Physical Education and School Sport Funding 2025-2026

July 2026



At St Peter's School, we are committed to delivering an outstanding physical education experience for our children, helping them build strong foundations for lifelong wellbeing. We recognise that, alongside academic progress, it is essential for children to develop their 'physical literacy'—key movement skills such as agility, balance, and coordination. We believe that a positive early experience of PE and school sport inspires children to adopt healthy, active lifestyles as they grow.

Our pupils participate in around two and a half hours of structured physical activity each week. This is complemented by a daily 15-minute playtime and approximately 45 minutes of active play at lunchtime. Each year, we use insights from our previous provision and priorities outlined in our School Development Plan to decide how best to use our PE and sport premium funding, ensuring we address the specific needs of our children.

This year, we are continuing to prioritise mental health and wellbeing through all aspects of our PE curriculum. We are also focusing on developing teamwork skills to support the social, emotional, and personal growth of every child. Communication is a key area for us; we are helping pupils to learn how to work together, resolve differences, and deepen their understanding of disability in sports.

Our guiding motto for this year is:

'TOGETHER WE GROW, TOGETHER WE FLOURISH'

At St Peter's CofE Infant School, we believe that growth and success are best achieved when we work collaboratively as a school community. Our motto, "Together We Grow, Together We Flourish," reflects our commitment to creating an environment where every child, staff member, and family is valued and supported.

Why this motto?

Emphasises Collective Growth:

We recognise that each individual contributes to our school's success. By working together, sharing strengths, and supporting one another, we create the best opportunities for everyone to learn, develop, and thrive—academically, physically, socially, and emotionally.

Promotes Inclusion and Belonging:

The motto highlights our inclusive ethos, ensuring every child feels they belong and can participate fully, regardless of their abilities or background. We celebrate diversity and encourage teamwork, kindness, and respect.

Encourages Lifelong Learning:

Growing together means learning from each other—children, staff, and families alike. We foster curiosity, resilience, and a love of learning that extends beyond the classroom and prepares our pupils for their future.

Celebrates Shared Success:

Flourishing together is about recognising and valuing achievements, big and small, as a community. Whether it's in PE, the classroom, or wider school life, we believe that celebrating collective successes motivates everyone to reach their full potential.

Supports Wellbeing:

By prioritising positive relationships and a supportive environment, we help children develop confidence, self-esteem, and a strong sense of wellbeing.

In summary:

Our motto, "Together We Grow, Together We Flourish," underpins everything we do at St Peter's. It reminds us that, as a united community, we nurture each child to succeed and flourish—now and in the future.

In the academic year 2025-2026 St Peter's School will receive £16500 in PE and School sport funding. The funding should be used to 'generate sustainable improvements which enhance, rather than maintain, existing provision'. Schools must use the funding to make additional and sustainable improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school's budget should fund these.

Key achievements until July 2025:	Areas for further improvement and baseline evidence of need:
• Health and Well-Being of pupils: Mental health and Well-being activities that supported the physical and mental health development of children. Well-being week held in June 2025 with engaging and exciting workshops and activities for children and our families. • Staff training and awareness of high-quality P.E teaching so all staff feel confident and competent. • Involvement of lesser active children to engage and excite them in outdoor physical activity promoting wellbeing and enthusiasm. • Extend the time allocated for physical activities, ensuring all children have regular opportunities to be active and explore the outdoor environment. To support this, an additional teaching assistant worked with targeted groups to encourage participation and help pupils build confidence in their physical skills. • Ongoing staff training to enhance skills in leading active playtimes and outdoor learning, alongside the purchase of additional resources to further support these activities. • Encouraging pupils to participate in physical sports and activities they are passionate about outside of school, such as street dance, performing arts, and tennis, including opportunities to take part in external tournaments. • Providing training for older pupils to enable them to lead sporting and physical activity sessions for their peers during the school day.	• Continue to invest in high-quality PE resources, ensuring staff feel confident in their teaching and that equipment is maintained and expanded to offer a wider variety of sports. • Provide ongoing staff training to promote high-quality PE teaching and increase awareness of best practices. • Offer continued training for staff in leading active playtimes and purchase additional resources to further support these sessions. • Strengthen partnerships with local sports clubs and coaches to encourage sustained participation in sports beyond the school day. • Utilise the Sports Premium funding to further support and enhance pupils' mental health and wellbeing.

Final End of Year Attainment for KS1 2024-2025		
Class	Meeting the expected standards in Physical Education.	Areas for further development/Objectives to be included for 2025-2026 as identified this year by children, class teachers and coaches through observations and pupil talk.
Year 1	100% pass	Dance/ balancing skills
Year 2	100% pass	Gymnastics
Activities and skills children have identified as wanting to develop further or try:	• Rounders • Attacking, shooting and aiming effectively in basketball or netball. • Long jump/hurdle techniques. • Balancing with or without equipment on head.	

Academic Year: 2025-2026		Allocated amount: £16,500.		July 2026	
Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school.				Percentage of total allocation:	
				%	
Intent	implementation		Impact: see also pupil voice at end of report.		
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:	
Our aim is for every child to take part in and enjoy regular physical activity. We will achieve this by increasing opportunities for participation in sports during playtimes and lunchtimes, as well as through outdoor learning. All pupils, regardless of ability, will be encouraged and supported to join in, helping them to improve their fitness and maintain a healthy weight.	Providing specialist support to enable children with additional needs to fully access and participate in PE lessons. We will also offer targeted activities and tailored support to engage and encourage the least active pupils, making use of Outdoor Learning opportunities and ensuring the availability of appropriate equipment to support the long-term sustainability	£13996	Enhanced access for SEND pupils: Specialist support has enabled children with additional needs to participate fully in PE lessons, with 100% of pupils across Year 1 and Year 2 meeting expected standards in Physical Education. Increased participation rates: All pupils now participate in at least 30 minutes of structured physical	Remove barriers to learning by increasing motivation and concentration for targeted groups of pupils. Movement breaks are incorporated to support pupils’ focus and enhance learning. Ensure all teaching staff are aware of, and confident in using, the high-quality sports	

Physical activity will be social, inclusive, and enjoyable, with a focus on helping children understand the health benefits for themselves. We want all pupils to develop positive attitudes towards being active and to recognise how exercise supports their learning and wellbeing in the classroom. Particular emphasis will be placed on supporting children with SEND, those who are vulnerable, or those who need additional opportunities for physical activity to promote their health and readiness to learn. Broaden and enrich the variety of physical activities and sports available both within and beyond the curriculum. In line with Key Indicator 1, provide targeted opportunities and tailored activities to engage the least active pupils and those with SEND, ensuring inclusive participation through new or extended school sports programmes.	of these activities. We aim to broaden and enrich the range of physical activities and sports offered both during curriculum time and as extra-curricular opportunities. To support and involve the least active pupils and those with SEND (see Key Indicator 1), we will deliver targeted activities and expand our school sports provision, ensuring all children have the opportunity to participate and develop healthy, active lifestyles.		activity daily, with targeted groups (including SEND pupils and less active children) showing improved engagement through tailored outdoor learning sessions and specialist support. Improved fitness and wellbeing: Observations and teacher assessments indicate that children are more physically confident, with noticeable improvements in stamina, coordination, and balance. Movement breaks have resulted in better concentration and focus during lessons. Staff confidence: All teaching staff now confidently use high-quality sports equipment throughout the school day and incorporate movement breaks effectively to support learning and wellbeing. Pupil voice: Children report enjoying a wider variety of activities during playtimes and lunchtimes, with particular enthusiasm for outdoor learning opportunities.	equipment available throughout the school day. Provide ongoing CPD for staff to build their confidence and expertise in delivering all aspects of physical activity and sports.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
Intent	implementation		Impact: see also pupil voice at end of report.	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need	Make sure your actions to achieve are linked to your intentions:	Funding allocated: TBC	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:

to learn and to consolidate through practice:				
At St Peter's School, we aim to use sport as a catalyst for improvement across all aspects of school life. By supporting our children to be physically and mentally healthy, we help them to achieve more and focus better in all areas of their learning. We also hope they will share these healthy habits with their families, encouraging wider positive lifestyle changes. Our goal is for pupils, staff, and parents to be well informed about sporting activities and achievements throughout the school.	Step into Leadership training for Year 2 pupils. Equipment Health and Well-Being Week.	£225 £1552	Whole-school awareness: PE and sport are now recognised as key drivers of school improvement, with visible displays celebrating sporting achievements and regular communication with parents about activities and successes. Leadership development: Year 2 pupils who completed Step into Leadership training successfully led sporting activities for their peers, developing confidence, communication skills, and a sense of responsibility. Health and Wellbeing Week: This initiative engaged the entire school community, including families, in physical and mental health activities. Feedback from parents indicated increased awareness of healthy lifestyles, and children demonstrated greater understanding of the connection between physical activity and mental wellbeing. Improved attendance and behaviour: Teachers report that pupils are more motivated and focused in lessons following physical activity sessions, contributing to a positive learning environment. Family engagement: Parents have	Children will develop a lifelong understanding of healthy lifestyles and positive mental health, along with the enthusiasm to maintain these habits well beyond their time at St Peter's. Our aim is to support and inspire positive change for every pupil.

			shown increased interest in supporting their children's physical activity outside school, with several families reporting they have taken up new activities together.	
Key indicator 3: Increased confidence, knowledge, and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	implementation		Impact: see also pupil voice at end of report.	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated: TBC	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
To support staff through targeted professional development, mentoring, training, and access to resources, increasing their confidence and skills in delivering PE and sport. This will result in higher-quality teaching and learning experiences, leading to better outcomes for pupils. Qualified sports coaches and the PE lead will collaborate with teachers to enhance and expand the range of opportunities available. Provide regular professional development sessions and mentoring for staff, focusing on PE and sports pedagogy. Ensure teachers have access to up-to-date resources and training materials. Facilitate collaboration between qualified sports coaches, the PE lead,	'Active Schools' Enhanced	£2050	Enhanced teaching quality: Staff confidence in delivering PE has increased significantly through the 'Active Schools' Enhanced programme. Teachers now plan and deliver a broader range of high-quality PE lessons independently, with improved progression and differentiation. Collaborative practice: Regular collaboration between class teachers, the PE lead, and qualified sports coaches has resulted in shared expertise and more consistent, high-quality teaching across the school. Staff feedback: All staff report feeling more confident in teaching PE and leading active playtimes. They now have access to	To ensure the long-term impact of our PE and sport premium funding, we have focused on upskilling staff so they are confident and capable in delivering activities that encourage active play and healthy lifestyles. Training and resources are now embedded in our school routines, and the PE lead continues to offer mentoring and support. Next steps include further embedding these practices, developing peer mentoring among staff, expanding our resource bank, and engaging parents to promote healthy lifestyles beyond the school

and class teachers to share expertise and plan lessons. Aim to increase staff confidence and competence, resulting in broader participation and improved pupil attainment in PE.			comprehensive resources and training materials that support ongoing development. Pupil outcomes: The investment in staff development has directly contributed to 100% of pupils in Years 1 and 2 meeting expected standards in PE, with improved skills in areas such as dance, gymnastics, and multi-skills activities. Sustainability: Staff are now equipped to deliver and sustain improvements independently, with embedded practices including peer mentoring and regular professional development sessions led by the PE coordinator.	environment. Progress will be monitored and evaluated regularly to sustain improvements and adapt as needed.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	implementation		Impact: see also pupil voice at end of report.	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated: TBC	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
To broaden pupils' experience of sports and physical activities, we have introduced new options such as yoga, dance, and multi-skills sessions, as well as inviting specialist coaches to deliver high-quality instruction. These initiatives ensure all children at St	SCARF	£285	Expanded curriculum offer: Pupils have experienced a wider variety of activities including yoga, dance, multi-skills, rounders, basketball, netball, and hurdles. Children report high levels of enjoyment and engagement with these new	To ensure the long-term impact of our expanded PE offer, staff have worked alongside specialist coaches to gain the skills and confidence to deliver a wider variety of activities independently. We have

Peter's CofE Infant School have opportunities to discover new interests and talents, supporting their physical development and wellbeing. We continue to seek pupil voice to identify activities they wish to try, ensuring our offer remains relevant and engaging.		opportunities. SCARF programme impact: The SCARF (Safety, Caring, Achievement, Resilience, Friendship) programme has enhanced pupils' understanding of healthy lifestyles, emotional wellbeing, and the importance of physical activity. Children can articulate how exercise makes them feel and why it's important for their health. Inclusive participation: All pupils, including those with SEND and less active children, have accessed new activities through tailored support and differentiated provision. Observations show increased confidence and willingness to try new sports. Skill development: Pupils have developed new skills identified through pupil voice, including improved balancing techniques, attacking and aiming in team games, and gymnastics skills. Teacher assessments show measurable progress in these areas. Discovery of talents: Several children have discovered new interests and talents through the broadened offer, with some taking up activities outside school (such as dance, gymnastics and tennis) as a result of their positive experiences	established a resource bank and are embedding regular staff training to sustain this provision. Next steps include continuing to gather pupil feedback to inform our offer, maintaining inclusive opportunities for all children—especially those less active or with SEND—and strengthening links with local sports providers to support lifelong engagement in physical activity.
---	--	--	--

			in school.	
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	implementation		Impact: see also pupil voice at end of report.	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated: TBC	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
At St Peter's CofE Infant School, we intend to increase participation in competitive sport by organising and taking part in a range of competitions with other local schools. These opportunities enable our pupils to develop key skills such as teamwork, perseverance, and fair play, and to experience the enjoyment and challenge of representing their school in a supportive environment.	We run regular inter-school competitions and ensure all children, including those less active or with SEND, are invited to participate. Pupils are prepared through PE lessons and extra-curricular clubs, with achievements celebrated across the school community.	£190	Participation rates: All pupils have had the opportunity to participate in inter-school competitions, with 100% of Year 2 pupils taking part in at least one competitive event during the year. Skill development: Pupils demonstrate improved teamwork, perseverance, and understanding of fair play. They can explain the importance of supporting teammates and showing good sportsmanship in both victory and defeat. Inclusive approach: Children with SEND and less active pupils have been successfully included in competitive opportunities through adapted formats and supportive preparation, with positive feedback from pupils and parents. Pupil confidence: Children report feeling proud to represent their school and show increased	We are committed to continuing staff training and strengthening our partnerships with local schools to ensure competitions remain a regular feature. We will encourage pupil leadership roles and broaden the range of sports on offer, while monitoring participation to keep our approach inclusive and engaging for all.

			confidence in their sporting abilities. Teacher observations note improved resilience and positive attitudes towards challenge. School community celebration: Sporting achievements are celebrated across the school through assemblies, displays, and communication with parents, raising the profile of PE and sport and inspiring other pupils to participate. Pupil leadership: Year 2 pupils have taken on leadership roles in organising and supporting intra-school competitions, developing organisational and communication skills.	
--	--	--	---	--

Signed off by:	
Headteacher	L. Greenaway
Date:	24.07.2026
Subject Leader:	A. Saines
Date:	24.07.2026
Governor:	A. Schmidt
Date:	24.07.2026